

# EFFECTIVENESS OF TEACHING PERSONAL AND SOCIAL RESPONSIBILITY MODEL IN AGGRESSIVE CONTROL (Experimental Study in Pencak Silat Learning at SMPN 1 Lembang)

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## Abstract

Aggressiveness control is needed in life of students. On the other hand, entering the era of globalization there is a phenomenon of the decline in student character that is not controlled by student aggressiveness. This study aimed to examine the differences in student aggressiveness between before and after participating in pencak silat learning using TPSR learning models, and the effectiveness of TPSR learning models in controlling student aggressiveness. The method used in this study was experimental method with a 2 x 2 factorial research design. Data were obtained by giving pre-test and post-test to 72 students of class VIII of SMP Negeri 1 Lembang in the experimental group (class B) and the control group (class D). By filling out the questionnaire and observing every learning process of pencak silat with the TPSR model in the experimental group, and the conventional model in the control group. There was a difference in students' aggressiveness between before and after participating in the martial arts learning model of TPSR, as evidenced by  $f\text{-count} = 5.299 > f\text{Table} = 3.15$  at the significance level ( $\text{Sig.} 0.001 < 0.05$ ). TPSR learning model that is more effective than conventional models in controlling student aggressiveness in pencak silat learning. The N-Gain experimental class was 57.52% and it was quite effective category, and the control class 47.53% and it was less effective category.

**Keywords:** Aggressiveness; Pencak Silat; TPSR.

## INTRODUCTION

Lickona (2012) states that "Character is ownership of good things." He also stressed the importance of three components of good character, namely: moral knowing, moral feeling, and moral action. These three sections are important to guide a moral maturity of life. The meaning of the word character is closely related to personality, morality, and religion (Nash, 1933). Thus, character can be

interpreted as good life behavior in dealing with others and yourself. Aggressiveness control is one of the characters needed in life. In accordance with the results of research conducted by Erden et.al. (2015) that teachers who have an important mission of the next generation of education must have a strong ability to control the aggressive behavior of students. This is no exception for sports teachers. Sport has a long history of improving "good character" (Gordon & Doyle, 2015). In

the learning process, some characters such as the strength of courage, self-control, perseverance, and others can be developed through physical education (Oktavec, 1934). The purpose of physical education is to help the overall development of children through physical activities (Sukashant & Patil, S., 2016). This is in line with the demands of the concept of character education that aims to form citizens who have good character.

The attitude of aggressiveness that students have in learning sports will be different, it can be a tendency to positive behavior needed to achieve an achievement or it can be a negative action that leads to destructive. Aggressiveness is the desire to hurt other individuals, by expressing negative feelings such as hostility to achieve the desired goals (Buss & Perry, 1992). Aggression can take the form of physical, verbal, suspicion and hatred (Garcia-Leon et al., 2002). Pencak silat, like other types of sports, can be used to build character (Mulyana, 2017). The TPSR model fosters a positive environment that creates self-growth (Walsh, D.S., Ozaeta, J. & Wright, P.M., 2010, pp. 15-16). Therefore, the Teaching Personal and Social Responsibility model can be implemented in the physical education lessons of martial arts games and martial arts related to the formation of student character in the form of self-control. The learning focus of the TPSR lesson is to learn to control oneself through games (Filiz, 2017). Self-control refers to the capacity to change one's own response, especially to adapt it to standards such as ideals, values, morals, and social expectations, and to support the achievement of long-term goals (Baumeister, Vohs, & Tice, 2014). Furthermore, self-control is a central function of self and an important key to success in life (Baumeister et.al, 2007). The basic concept of the TPSR model is to develop the principles and processes of positive youth development (Harrison & Wright, 2003). Pozo et.al. (2016) conclude that for many sports teachers, the TPSR model-based program is considered to be a feasible and effective pedagogical approach to teaching physical education.

In this study, the researcher intends to test the effectiveness of the Teaching Personal and

Social Responsibility model in controlling student aggressiveness in pencak silat learning at SMP Negeri 1 Lembang, West Bandung Regency, West Java-Indonesia. The formulation of the problem in this study is presented in the following questions: What are the aggressiveness of students before and after the Teaching Personal and Social Responsibility model in pencak silat learning? Are there differences in student aggressiveness between before and after participating in the martial arts learning of the Teaching Personal and Social Responsibility model? Is the Teaching Personal and Social Responsibility model carried out more effectively than conventional models in controlling student aggressiveness in pencak silat learning?

## METHODS

The research method used was an experimental method to test the effectiveness of the Teaching Personal and Social Responsibility model in controlling aggressiveness in pencak silat learning. In this study, researchers gave treatment by applying Teaching Personal and Social Responsibility model and conventional models in learning martial arts in 8th grade students of junior high school to control their aggressiveness.

Participants in this study were 8th grade students of SMP Negeri 1 Lembang, male and female as many as 72 students from two classes divided into two groups (experimental and control). Class B as the experimental group and class D the control group. The location of this research was carried out at SMPN 1 Lembang. This location was chosen because in this school implemented the 2013 Curriculum in which there was a change in Physical Education Sports and Health (PJOK) materials for pencak silat.

## Instrument

The instrument used for the purposes of this research is based on the instrument of aggressiveness by adapting the Aggression Questionnaire from Buss & Perry (1992). Aggression questionnaire prepared by Arnold H. Buss (1992) has been widely used by

researchers (Zahra Alavi, S., Savoji, A.P., & Amin, F., 2013, p. 1168). To evaluate the attitudes, opinions, and perceptions of students regarding controlling aggressiveness using a Likert Scale that is given a score of 1-5. The Personal and Social Responsibility Teaching Model developed in the 2013 Curriculum on the physical education lesson content of the Pencak Silat martial arts game aims to control student aggressiveness. Stages of the Personal

and Social Responsibility Teaching model and aggressiveness control are integrated into the learning program in accordance with the scientific approach in the 2013 Curriculum.

#### a). Treatment of Experimental Groups

The experimental treatment is the provision of Sport and Physical Education of pencak silat using the Teaching Personal and Social Responsibility model.

Table 1. *Teaching Personal and Social Responsibility of Pencak Silat Learning Program Scenarios using Personal and Social Responsibility Teaching Learning Model.*

TPSR LEARNING EPISODES	TIME	ACTIVITIES AND PURPOSE	DESCRIPTION
Introduction Counseling Time and Awareness Talk (awareness counseling)	20 minutes	<ul style="list-style-type: none"> <li>• Line Up</li> <li>• Pray</li> <li>• Presence</li> <li>• Warming up</li> <li>• Aperception</li> </ul> Performed to explain teacher expectations of students regarding the TPSR model in controlling aggressiveness.	<ul style="list-style-type: none"> <li>• Performed when students enter the field / gym, or at the beginning of the learning process.</li> <li>• Awareness talk can also be done on the sidelines of the learning process.</li> </ul>
Core of <i>Lesson Focus</i>	80 minutes	Providing Sports and Physical Education learning material as well as the learning process of controlling Pencak Silat student aggressiveness based on pencak silat through scientific stages namely : <ul style="list-style-type: none"> <li>• Observing</li> <li>• Asking</li> <li>• Collecting information / Trying</li> <li>• Reasoning / Associate</li> <li>• Communicating</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting the Pencak Silat material is able to stimulate students to practice aggressiveness control at each meeting.</li> <li>• Checking student learning behavior and directing if something goes wrong.</li> <li>• Performed as a group or individually.</li> </ul>
Closing Group Meeting and Reflection Time	20 minutes	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Conclusions</li> <li>• Line up</li> <li>• Cooling</li> <li>• Pray</li> </ul> The main purpose of this session is to give students the opportunity to reflect on their aggressiveness control through self-evaluation.	<ul style="list-style-type: none"> <li>• Done after the process of learning sessions core activities are finished.</li> <li>• Done casually, each student sitting together can be in a circle.</li> <li>• Teachers stimulate students to share their opinions, feelings, and ideas about the TPSR program in general, especially</li> </ul>

- regarding the learning process that day.
- Conduct after group meetings in the same formation.
- Doing self evaluation.

Physical Education lesson material for Pencak Silat using conventional models.

b). Treatment of Control Group

The treatment in the control group referred to was the provision of learning content of the

Table 2. *Pencak Silat Learning Program Scenarios using Conventional Model.*

LEARNING EPISODE CONVENTIONAL	TIMES	ACTIVITIES AND OBJECTIVES	DESCRIPTION
<b>Introduction</b> Counseling Time and Awareness Talk (awareness counseling)	20 minutes	<ul style="list-style-type: none"> <li>• Line up</li> <li>• Pray</li> <li>• Presence</li> <li>• Warming up</li> </ul> <p>To explain teacher expectations of students regarding conventional models in controlling aggressiveness.</p>	<ul style="list-style-type: none"> <li>• Performed when students enter the field / gym, or at the beginning of the learning process.</li> <li>• Awareness talk can also be done on the sidelines of the learning process.</li> </ul>
Core Lesson Focus	80 minutes	<p><i>Providing Sport and Physical Education learning materials as well as the learning process of controlling student aggressiveness based on Sport and Physical Education of pencak silat through some stages:</i></p> <ul style="list-style-type: none"> <li>• <i>Present information in stages.</i></li> <li>• <i>Repetition to check understanding.</i></li> <li>• <i>Re-explain / Provide feedback.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Choose pencak silat material that is able to stimulate students to practice aggressiveness control at each meeting.</i></li> <li>• <i>Checking student learning behavior and directing if something goes wrong.</i></li> <li>• <i>Performed as a group or individually.</i></li> </ul>
Closing Group Meeting and Reflection Time	20 minutes	<ul style="list-style-type: none"> <li>• <i>Provide feedback</i></li> <li>• <i>Give tasks</i></li> <li>• <i>Cooling</i></li> <li>• <i>Pray</i></li> </ul> <p><i>The main purpose of this session is to give students the opportunity to reflect on their aggressiveness control. Reflecting on the learning process that day through self-evaluation.</i></p>	<ul style="list-style-type: none"> <li>• <i>Done after the process of core learning sessions activities are finished.</i></li> <li>• <i>Performed casually, each student sitting together can be in a circle.</i></li> <li>• <i>Teachers stimulate students to share their opinions, feelings, and ideas about learning programs in general, especially regarding the learning process that day.</i></li> <li>• <i>Conduct after group meetings in the same formation.</i></li> <li>• <i>Doing self evaluation.</i></li> </ul>

## RESULTS

Student aggressiveness before and after the Teaching Personal and Social Responsibility model performed in Pencak Silat Learning.

The dimensions of student aggressiveness consist of physical aggression, verbal aggression, anger, and hostility in the questionnaire. Based on the results of data collection assessed and combined in order to obtain the value as presented. Based on the calculation results above, obtained an average score of student aggressiveness before the Teaching Personal and Social Responsibility model in learning of martial arts of overall aggressiveness items of 2.43, if it is consulted with benchmarks predetermined measure included in the low category. The average score of each of these dimensions can be displayed in Figure 1. below:

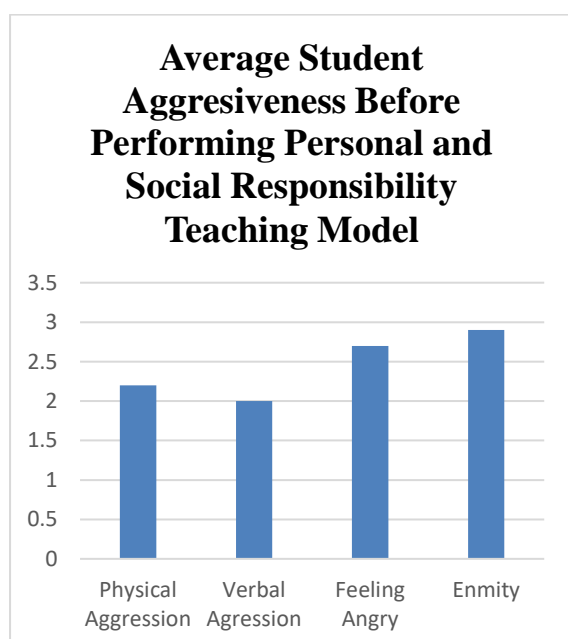


Figure 1. *Graph of Student Average Aggressiveness Score Before Performing Personal and Social Responsibility Teaching Model in Pencak Silat Learning*

Based on the graph above it can be seen the Figure aggressiveness profile of students before the Teaching Personal and Social Responsibility model is done in pencak silat learning obtained from the calculation results of each dimension of aggressiveness.

Based on the results obtained an average score of students' aggressiveness after the Teaching Personal and Social Responsibility model in learning pencak silat of the whole item of aggressiveness of 2.86, which if it consulted with the benchmarks that have been determined including enough categories. The average score of each of these dimensions can be displayed in Figure 2. below:

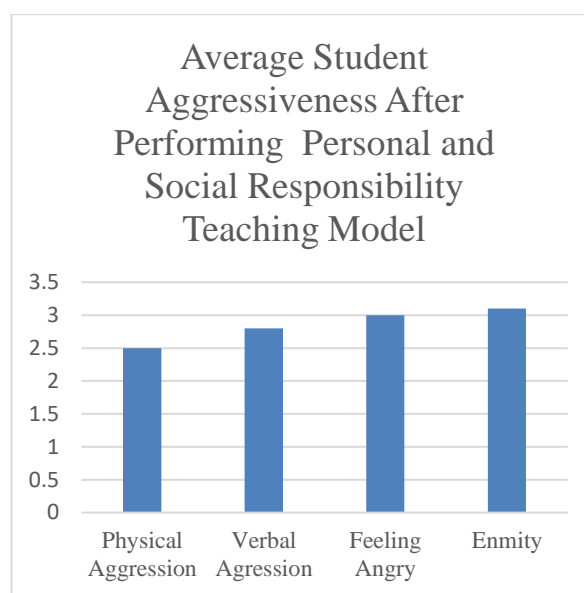


Figure 2. *Graph of Student Average Aggressiveness Score After Doing Personal and Social Responsibility Teaching Model in Pencak Silat Learning*

The Effectiveness of Personal and Social Responsibility Teaching Models in Controlling Student Aggressiveness in Pencak Silat Learning

The hypothesis proposed in this study is as follows.

Ha: Personal and Social Responsibility Teaching Model is more effective than conventional models in controlling student aggressiveness in learning of pencak silat.

The N-Gain and N-Gain scores of students' aggressiveness in pencak silat learning in the experimental group (Teaching Personal and Social Responsibility model) and the control group (conventional model) are presented in Table 4.16 as follows:

Table 3. *The Score of N-Gain and N-Gain of Aggressiveness Percentage Of Experiment and Control Group*

Group	N-Gain Score	N-Gain Percentage (%)	Minimal		Maximal	
			Score	Percentage (%)	Score	Percentage (%)
Experiment	0,58	57,52	0,06	5,88	0,97	96,88
Control	0,47	47,23	0,04	4,17	0,93	92,86

Based on the results of the calculation of the N-Gain Score test in Table 4.8. above. It shows that the average N-Gain Score for the experimental group was 0.58 or 57.52%, included in the quite effective category. With a minimum N-Gain Score of 0.06 or 5.88% and a maximum of 0.97 or 96.88%, while the average N-Gain score for the control group was 0.47 or 47.23%, included in the less category effective with a minimum N-gain Score of 0.04 or 4.17% and a maximum of 0.93 or 92.86%. Thus it can be concluded that the Teaching Personal and Social Responsibility model carried out in pencak silat learning is quite effective in controlling student aggressiveness. While the conventional model carried out in pencak silat learning it is less effective in controlling student aggressiveness.

Percentage of N-Gain In the experimental group is greater than the N-Gain percent of the control group that is  $57.52\% > 47.23\%$ , then the hypothesis which states "Teaching Personal and Social Responsibility Model is more effective than conventional models in controlling student aggressiveness in pencak silat learning", it can be received.

## DISCUSSION

From the findings of this study showed that the aggressiveness of 8th grade students of SMP Negeri 1 Lembang before the Teaching Personal and Social Responsibility model in martial arts learning is in the low category with an average score of 2.43, and after that it is in the sufficient category with a score an average of 2.86. From these findings it is known that students' aggressiveness between before and after the Teaching Personal and Social Responsibility model is carried out in controlled pencak silat learning.

Pencak silat is the science of defending and defending oneself which contains various forms of physical violence that can hurt the opponent. In practice, the sport of pencak silat wants to behave aggressively compared to sports rather than physical contact. The findings of the study indicate that the attitude of aggressiveness arises when students experience a certain emotional state both consciously and semi-consciously. According to Anderson and Bushman (2002) (in Reyna C. et.al., 2011) provides an integrative explanatory framework for aggression, where cognitive, emotional and personal variables interact with the situational and the environment.

The aggression behavior can be controlled, it is necessary to do the Teaching Personal and Social Responsibility learning model as an effort to control aggressive actions in pencak silat learning by: 1) Providing knowledge about non-aggressive behavior, self-mastery, and correct appearance (when, how, and the right way so as not to cause negative things and hurt friends) in learning; 2) Playing aggressively accompanied by discipline and a sense of responsibility, by always submitting and obeying the rules, teacher / trainer, and being able to account for his actions; 3) Giving rewards and penalties for students who act in a despicable and aggressive aggression against violations of the rules; 4) Providing mental training; 5) Providing direct experience through observation of others (video display of martial arts competition); and 6) Providing direct experience through the practice of pencak silat competition by presenting the audience at the pencak silat match.

These things are contained in the Teaching Personal and Social Responsibility learning program, so that the dimensions of aggressiveness that consist of physical aggression, verbal aggression, anger, and hostility and are directed to the expression of

enthusiasm and high confidence in the effort to achieve achievement.

From the findings of this study also obtained the output of Tests of Between Subjects Effects of student aggressiveness  $f_{count} = 5.299 > f_{Table} = 3.15$  with a significance level (Sig.)  $0.000 < 0.05$ , so that the  $f_{count}$  is obtained greater than  $f_{Table}$ , then there are differences in student aggressiveness between before and after following the learning of martial arts Teaching Personal and Social Responsibility models. Adolescence is known as a period of storm and stress where emotional upheaval is accompanied by rapid physical growth and varying psychological growth. These developments can lead to aggressive activities, such as bullying, ridiculing, spreading gossip, harsh words, and sometimes criminal behavior such as stealing, persecution and others. By doing the Teaching Personal and Social Responsibility learning model in martial arts learning, students know the good character they must possess, have good expectations, and are accustomed to doing and thinking good things, and getting used to it in their hearts and actions. As Lickona (1992) states that "good character consistency of knowing the good, desiring the good and doing the good habits of mind, habits of the heart and habits of action".

Based on the findings in this study the N-Gain value of the experimental group aggressiveness was 0.58 so that it was in the medium category, or N-Gain percent of the experimental group's aggressiveness of 57.52% was in the quite effective category, with a minimum value of 5.88% and maximum 96.88%. While the control group's N-Gain aggressiveness score of 0.47 was in the medium category or N-Gain percent of the control group's aggressiveness obtained by 47.23% was in the less effective category, with a minimum value of 4.17% and a maximum of 92.86%.

The Personal and Social Responsibility Teaching Model carried out in pencak silat learning is more effective than conventional models in controlling student aggressiveness, it cannot be separated from the role of the teacher / trainer who does the learning according to the right elements and procedures. "Aggression is

doing intentional harm, injury-physical, material, by its nature breaking situationally relevant rules and not motivated by an attempt to help. (Emmerova, 2014). Students learn pencak silat with aggressive behavior without fear of hurting opponents and acting attacking in order to win the match, they compete to achieve the expected achievements. Therefore, students play aggressively with direction, when and how to play right so as not to cause negative things. The results of Raja Malik and Yaday's research (2017) show that "Aggression plays an important role in every competition because when serious conditions arises during the game the aggression of players dominant the others and they achieve their goals." With the Teaching Personal and Social Responsibility learning model students are more able to master themselves, because they comply with applicable rules and are subject to the teacher / trainer. Giving the rewards to students who act aggressively but do not hurt the opponent and uphold sportsmanship, on the contrary give punishment to students who try to hurt the opponent or to do despicable actions and violate the rules. Baumeister et al. (1994, 1998) in (Englert, 2016), states that "a self-control act can be described as a process by which an individual tries to volitionally control or overrides dominant behavior or response tendencies in order to achieve a specific goal." The function of schools that hold policies on 2013 Curriculum in Indonesia is also required to pay attention to the nurturing function of character for controlling student aggressiveness. The upbringing function of the school should increase, because its instructional function is emphasized and the upbringing function falls back (Emmerova, 2014).

## CONCLUSION

- Student aggressiveness before and after Teaching Personal and Social Responsibility model in pencak silat learning as measured through the physical aggression, verbal aggression, anger, and hostility dimension from previously obtained an average score of 2.43 in the low category, and after it was conducted amounted to 2.86, so it is in the sufficient

category. Thus, the aggressiveness of students before and after the Teaching Personal and Social Responsibility learning model is carried out in controlled pencak silat learning.

- There are differences in student aggressiveness between before and after participating in the Pencak Silat using Teaching Personal and Social Responsibility scientific model. This is proved from the output of Tests of Between-Subjects Effects obtained  $f_{count} = 5.299 > f_{Table} = 3.15$  at the significance level (Sig.)  $0.001 < 0.05$ .

- Personal and Social Responsibility Teaching models are more effective than conventional models in controlling student aggressiveness in pencak silat learning. In the N-Gain experimental class the percentage of 57.52% was in the quite effective category, and the control class 47.53% in the less effective category.

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